



Lamar University – M.Ed. in Educational Technology Leadership

Reflections of Course-based Embedded Assignments

Directions: In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (*Please note that course number changes in Fall 2010*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
EDLD 5333	Leadership for Accountability	10 Hours

Description of the Assignment/Performance Tasks (see Appendix I)	
	<p>Create an action plan for the campus. Develop an agenda for a professional development day that addresses the targeted campus needs and include a timeline for follow-up professional development.</p> <p>A. – 10 hrs.</p>
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p>Self –Assessment</p> <p>1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained</p>	<p>EDLD 5333 assisted me with understanding many components of leadership and accountability. Prior to this course, I had the basic understanding of the AEIS system. The activities in this course gave me insight on how to develop a campus <i>vision</i> and professional development agenda. It also made me realize the roles and the responsibilities of the Site Based Decision Making (SBDM) committee.</p> <p>There are multiple ways to communicate and articulate a <i>vision</i>. I believe the two most important ways are by expressing and communicating the <i>vision</i> with consistency. “Expressing the <i>vision</i> in an engaging, unusual, or particularly attention-grabbing way” increases the excitement and “buy-in” factor (Peterson, 1995). Communicating the <i>vision</i> with consistency with actions and words keeps the <i>vision</i> alive. Implementing the <i>vision</i> into daily traditions and routines also increases the effectiveness of the shared <i>vision</i>. This would include “establishing traditions and school-wide ceremonies that celebrate the vision and effort towards it” (Peterson, 1995). All stakeholders should participate in developing school</p>

<p>from the assignment. (3 Points)</p> <p>2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)</p> <p>3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)</p> <p>Learn as a Learner</p> <p>1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)</p> <p>2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)</p> <p>3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)</p> <p>Lifelong Learning Skills</p> <p>1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)</p> <p>2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)</p> <p>3. As a lifelong learner, what questions or issues challenge you and are worthy of future research</p>	<p>mottos, mission statements, or symbols that communicate the <i>vision</i>. Collaboration with all aspects of the campus <i>vision</i> is crucial for the <i>vision</i> to be shared and implemented amongst all stakeholders.</p> <p>I think my campus fails to articulate its <i>vision</i>. The <i>vision</i> is in our Campus Improvement Plan (CIP) and posted on classroom walls, but it is not implemented nor shared by all stakeholders. I randomly asked 10 teachers, 5 other campus personnel, and 10 students if they could tell me what the campus <i>vision</i> was. Only 7 out of the 25 could recite our campus <i>vision</i>. Our mission statement outlines our <i>vision</i>: Provide quality education that will maximize the academic, physical, and social growth for each student in a positive, supportive environment conducive to learning.</p> <p>I can use several of the components outlined by Peterson. I feel it is important to “practice what you preach”. Peterson stated, “making daily actions communicate the hope and dream of the vision - “walking one's talk” is a critical component of articulating your personal <i>vision</i> of leadership (Peterson, 1995). I also value the collaboration factor in developing, maintaining, and implementing the <i>vision</i>. Peterson stated, “Developing a vision in isolation can mean that those who were left out of the process will not buy into it” (Peterson, 1995). My campus continuously has “buy-in” pitfalls, because leadership chooses to exclude many stakeholders in the decision making process. This has created animosity amongst staff members and leaves some staff members feeling devalued, because they continue to be excluded from decisions.</p> <p>As a lifelong learner, I realized that past interactions with colleagues were unsuccessful due to my approach. I learned that with all future encounters, I must have a clear purpose and emphasize the value of any strategies and/or procedures. I found this true with formative assessment. “Teachers must view formative assessment as a worthwhile process that yields valuable and actionable information about students’ learning. If they do not, formative assessment will be seen as “yet another thing” that is being externally imposed on them. Teachers must view formative assessment and the teaching process as inseparable and must recognize that one cannot happen without the other” (Heritage, 2007, p.145).</p> <p>The interactions with colleagues on the discussion boards have been phenomenal during this course. I have learned new</p>
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<p>or investigation? (2 Points)</p> <p>Additional Criteria</p> <ol style="list-style-type: none">1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)2. Mechanics (1 Point)3. APA Format (1 Point)4. Minimum of 3 References (1 Point) <p>(Maximum 25 points)</p>	<p>ways to implement school improvement. “The discipline of school improvement lies in developing strong internal processes for self-monitoring and reflection-not in meeting an artificially imposed schedule of improvement (Elmore & City, 2007, p. 3).” I think my campus needs to develop a strong internal process for self-monitoring and reflection. I believe this would help us get out of this rut. We used the Nominal Group Survey in a meeting with seven staff members. It was a great way to reflect. I began the activity with this quote, “The evidence is trying to tell us something about what we are doing, and if we listen to it, reflect on it, and give it voice, it will help us understand what to do next” (Elmore & City, 2007, p. 3). The results of the survey gave us some items to focus on for self-monitoring and campus monitoring. It was a wonderful feeling when the principal and other staff members thanked me for introducing this activity. We plan to do a similar activity in August with the entire staff. I feel that we made some progress during this meeting.</p> <p>Elmore, R. F., & City, E. A. (2007). The road to school improvement. <i>Harvard Education Letter</i>. 23(3), 1-3.</p> <p>Heritage, M. (2007). Formative Assessment: What do teachers need to know and do? <i>Phi Delta Kappan</i>, 89, 140-145.</p> <p>Peterson, K. (1995). <i>Critical issue: building a collective vision</i>. Manuscript submitted for publication, North Central Regional Educational Laboratory, University of Wisconsin-Madison, Madison, Wisconsin. Retrieved on May 27, 2011 from http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrsbp/le100.htm</p>
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